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ABSTRACT

GRADES OR AGES: First grade. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE. The guide is divided into five "strands" or topics: Physical Health; Sociological Health Problems; Mental Health; Environmental and Community Health; and Education for Survival (safety and first aid). Under each strand there are divisions of Discussion Highlights, Activities, and Resources. OBJECTIVES AND ACTIVITIES: The overall goal is to guide the student toward achievement of optimum health by developing in him positive feelings about himself and others and by enhancing his ability to cope with life situations. Specific activities are listed in outline form for each strand. INSTRUCTIONAL MATERIALS: Materials are listed when appropriate for each strand, but the emphasis is predominantly on filmstrips, recordings, and books under the heading "Resources." A bibliography is also provided at the end of the guide. STUDENT ASSESSMENT: No provisions indicated. OPTIONS: None listed. (JA)

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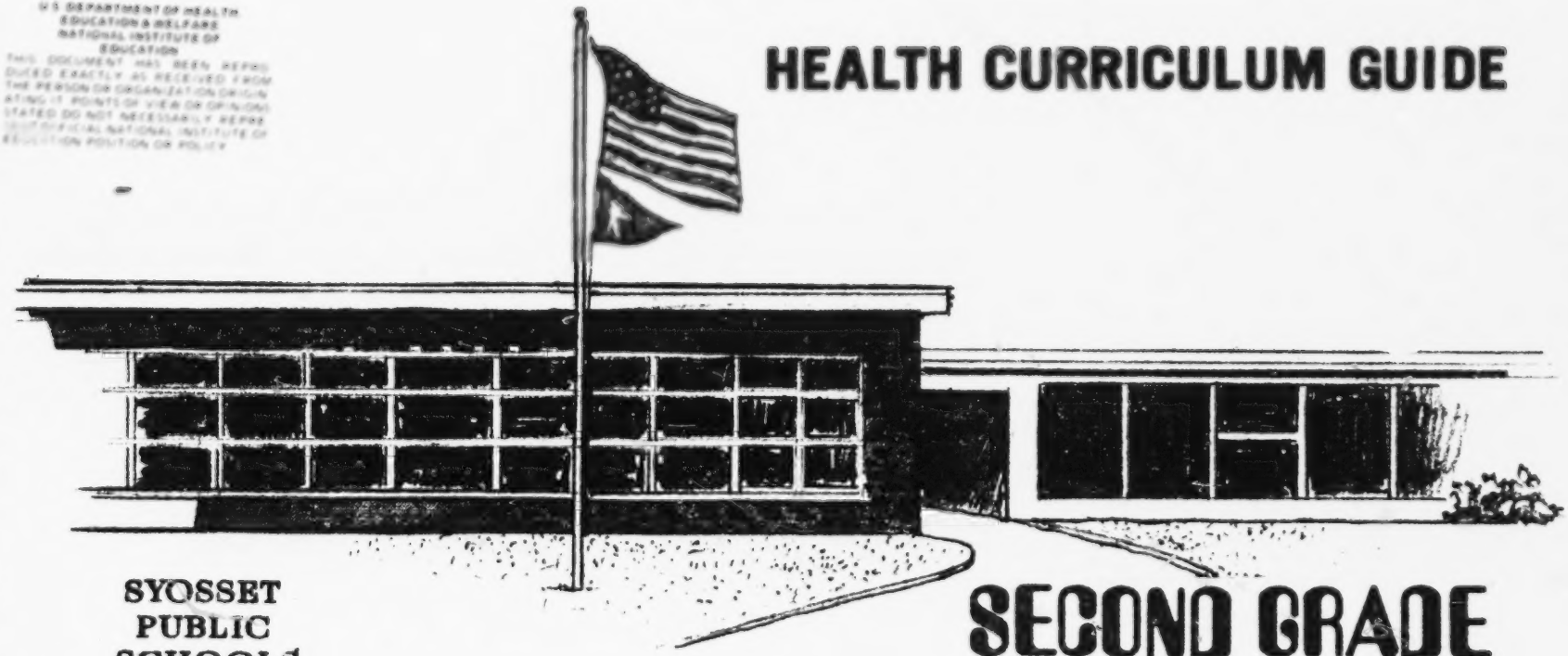
HEALTH CURRICULUM GUIDE



SYOSSET
PUBLIC
SCHOOLS

SECOND GRADE

FILMED FROM BEST AVAILABLE COPY

OPTIMAL HEALTH THROUGH LEARNING

Strand I	Strand II	Strand III	Strand IV	Strand V
PHYSICAL HEALTH	SOCIOLOGICAL HEALTH PROBLEMS	MENTAL HEALTH	ENVIRONMENTAL AND COMMUNITY HEALTH	EDUCATION FOR SURVIVAL
Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Smoking Drugs and Alcohol	Personality Development Sexuality Family Life Education	Environmental and Public Health World Health Consumer Health	Safety First-Aid and Survival Education

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Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.

METS

HEALTH STATUS

CONCEPT: TO UNDERSTAND THAT OUR STATE OF HEALTH IS THE RESULT OF HOW WE LIVE.

Discussion Highlights	Activities	Resources
How does sleep, rest, and relaxation prepare the body for work and play?	Tie a weighted string near the top of the left third finger of a pupil volunteer. Have the pupil raise and lower his finger as long as possible. Allow the child to rest for a minute and then repeat the procedure. Try this experiment using different fingers of both hands. The results show that exercise is fatiguing and there is need for rest and relaxation.	Filmstrip FS 1309 Learning about sleep and rest. With record/ cassette.
	Rest at school. Plan a rest period each day, listing conditions which are condusive to relaxation (quiet music, shades drawn, lights out,...)	Haynes, Olive The true book of health.
	Collect pictures showing that there are many ways to rest.	Hoban, Russell Bedtime for Frances.
		Leaf, Munro Health can be fun.

Invite the school librarian and music teacher to discuss ways of relaxation through books and music.

We need exercise to grow and develop.

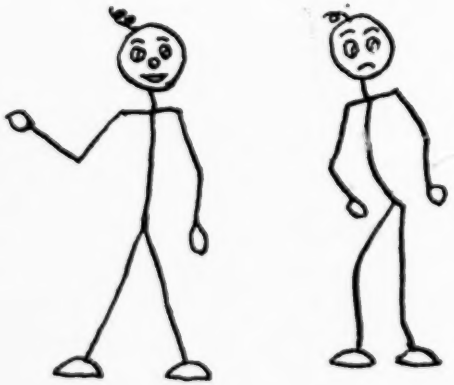
Invite the physical education teacher to discuss and demonstrate good body mechanics.

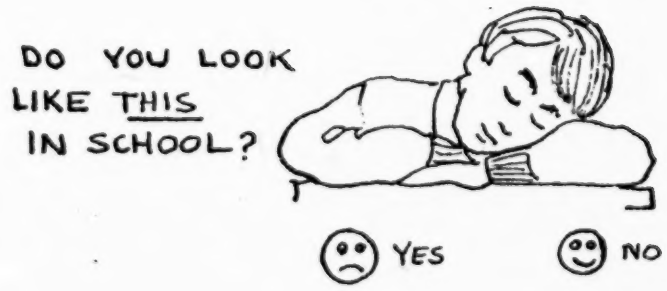
Filmstrip FS 1308 Learning about growth and exercise. With record/cassette.

Exercise helps to develop good posture.

Use pipe cleaners to make skeletal characters showing good and poor posture habits. Emphasize good posture.

Have pupils walk attempting to balance a posture basket (plastic bowl) on their heads after they have assumed correct posture. i.e., shoulders straight, head erect and stomach in.





NUTRITION

CONCEPT: TO UNDERSTAND WHY WE NEED DIFFERENT KINDS OF FOOD.

Discussion Highlights	Activities	Resources
How is food important for growth, energy and heat?	Children form a long line and become a choo-choo train. What happens when the train runs out of fuel? The children all stop. Relate the concept to children and food.	Kahl, Virginia Away went Wolfgang.
An adequate diet must include food from each of the four basic groups.	Have the children construct mobiles of food items from each of the four basic food groups.	Chart The big four daily. Available in all school libraries.
	Have children make a train from cartons with each compartment carrying foods from each of the four categories. Have them cut out pictures of different types of foods and place the pictures into the correct compartments.	Filmstrips FS 1307 Learning about food. With record/cassette. FS 732 A loaf of bread. FS 733 Milk we drink. Picture P 224 Fruit for snacks. Transparency TR 141 Good eating practices.

Explore where foods come from.

Arrange for a field trip to the State University at Farmingdale, Children's Farm.

Read the story or show the sound filmstrip Stone soup. Have the children make a pot of stone soup.

Brown, Marcia
Stone soup.

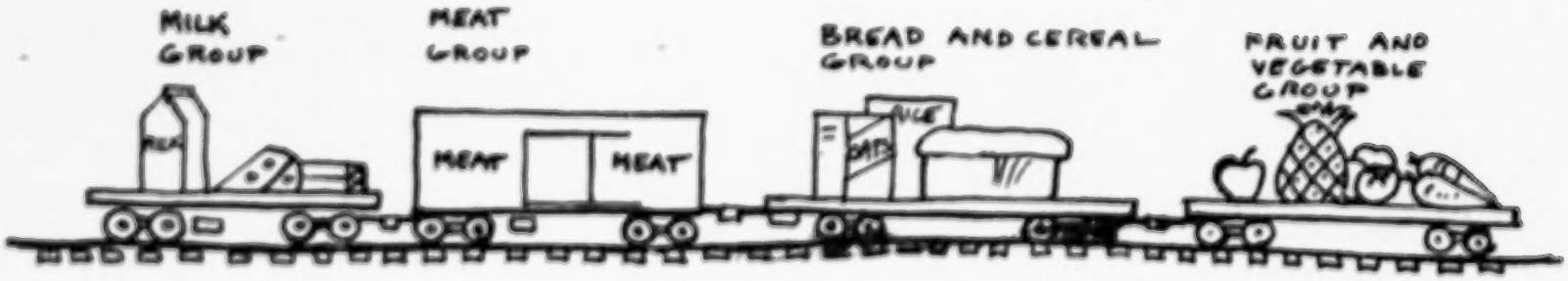
Film
F 206 Stone soup.

Have children make different kinds of foods. (Butter from cream, bread, puddings)

Kahl, Virginia
The dutchess bakes a cake.

Kahl, Virginia
Plum pudding for Christmas.

Correlate with Social Studies unit.



SENSORY PERCEPTION

CONCEPT: TO UNDERSTAND THE ROLE OUR SENSES PLAY.

Discussion Highlights	Activities	Resources
Point out the things we do every day because we can see, hear, smell, taste and touch.	Play the game - "What can you see in one minute?". Have the child look around at the room for one minute and then have him list or tell the things that he saw. Walk quietly through the hall and return to the classroom. Have the children make a list of sounds that they heard. Make a collage of pictures depicting the five senses. Make a mobile of the five senses. Have a tasting party to demonstrate the sense of taste and smell.	Filmstrip FS 1288 Your eyes are for seeing. Borton, Helen Do you hear what I hear? Showers, Paul The listening walk. Filmstrip FS 1289 Your ears are for hearing.

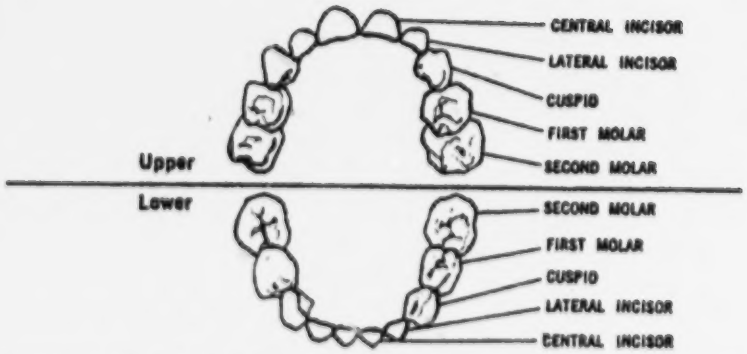
Divide the class into two teams. Blindfold the children and have them identify various objects using their sense of touch.

Filmstrip
FS 1306 Learning about our skin. With record/ cassette.

DENTAL HEALTH

CONCEPT: TO UNDERSTAND THAT GOOD TEETH CONTRIBUTE TO GENERAL WELL-BEING.

Discussion Highlights	Activities	Resources
Explore the reasons people visit the dentist.	Write and illustrate stories about visiting the dentist.	Bucheimer, Naomi Let's go to a dentist.
Why are regularly scheduled examinations important?		
How can milk and other good foods insure good dental health?	Simple experiment: Show the effects of sugar and acids on teeth. Put tooth in coke - leave for two weeks and note the decay.	Filmstrip FS 1303 Learning about our teeth. With record/ cassette.
What are the differences between primary (deciduous) and permanent teeth?	As children lose their primary teeth, utilize this occasion to point out the structure, with emphasis on the lack of root.	McCloskey, Robert One morning in Maine.
		Showers, Paul How many teeth?
	Invite the nurse-teacher to demonstrate the proper brushing of teeth.	Picture P 218 Clean teeth.



APPROXIMATE AGE FOR ERUPTION AND SHEDDING OF PRIMARY TEETH

(Wide variation among children is normal.)

	Eruption		Shedding	
Upper				
Central incisor	7½	months	7½	years
Lateral incisor	9	months	8	years
Cuspid	18	months	11½	years
First molar	14	months	10½	years
Second molar	24	months	10½	years
Lower				
Central incisor	6	months	6	years
Lateral incisor	7	months	7	years
Cuspid	16	months	9½	years
First molar	12	months	10	years
Second molar	20	months	11	years

DISEASE PREVENTION AND CONTROL

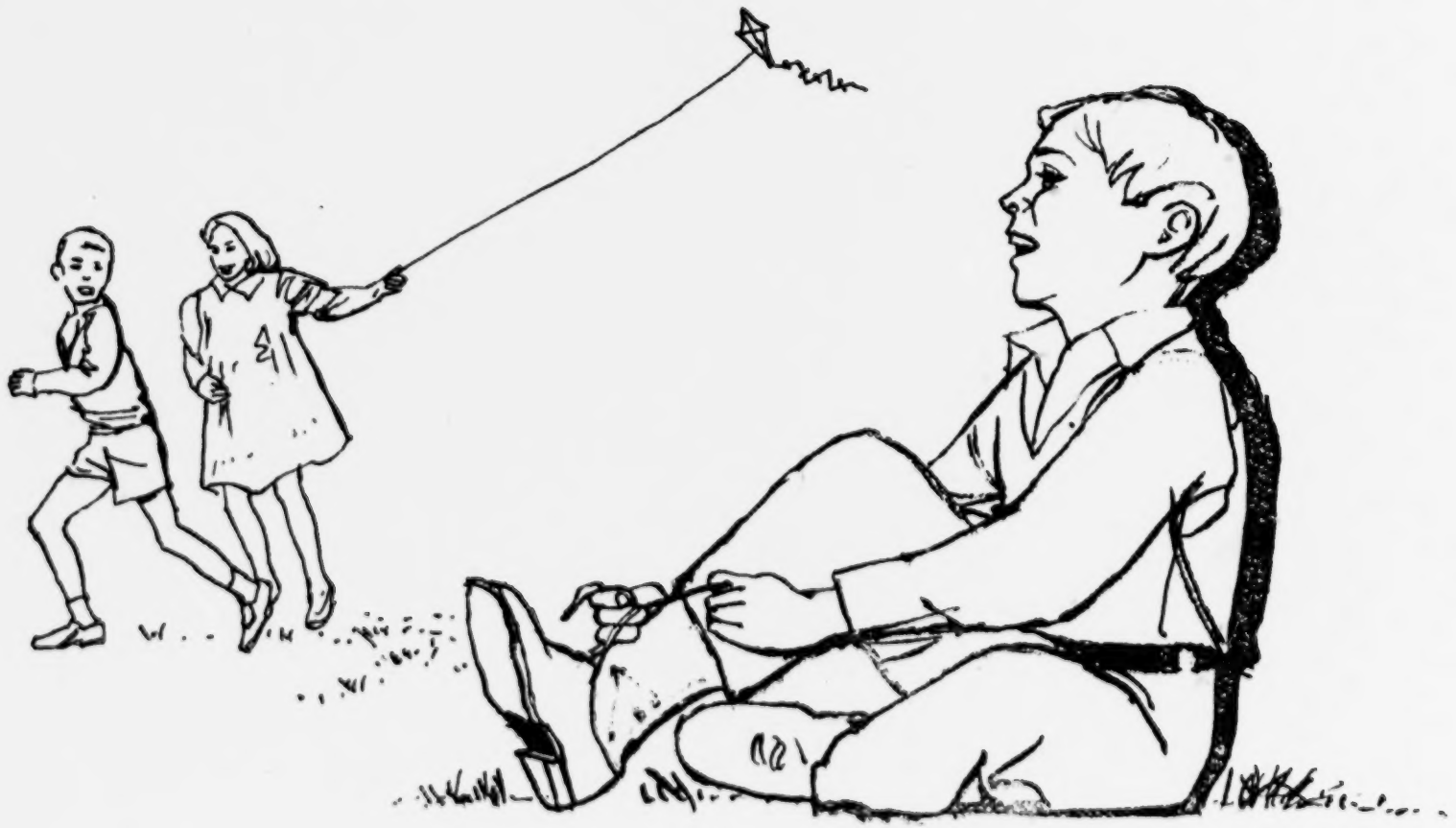
CONCEPT: TO UNDERSTAND THAT GOOD HEALTH HABITS CONTRIBUTE TO THE PREVENTION OF DISEASE.

Discussion Highlights	Activities	Resources
What is the relationship between personal cleanliness and the transmission of disease?	Demonstrate by role playing how to serve and handle food. (birthday cookies, cupcakes, candy, etc.) Make a collage of household items that help to prevent the spread of disease. (screens, paper baskets, refrigerators, garbage pails, plastic wrap, etc.) Make a list of all the housekeeping chores needed in the classroom that may be shared by the children. Construct a face using a paper plate. Staple a tissue and a hand to the face and entitle it "Cover Your Sneeze."	Film F 292 Healthy families. Filmstrip FS 1311 Learning about germs. With record/cassette.

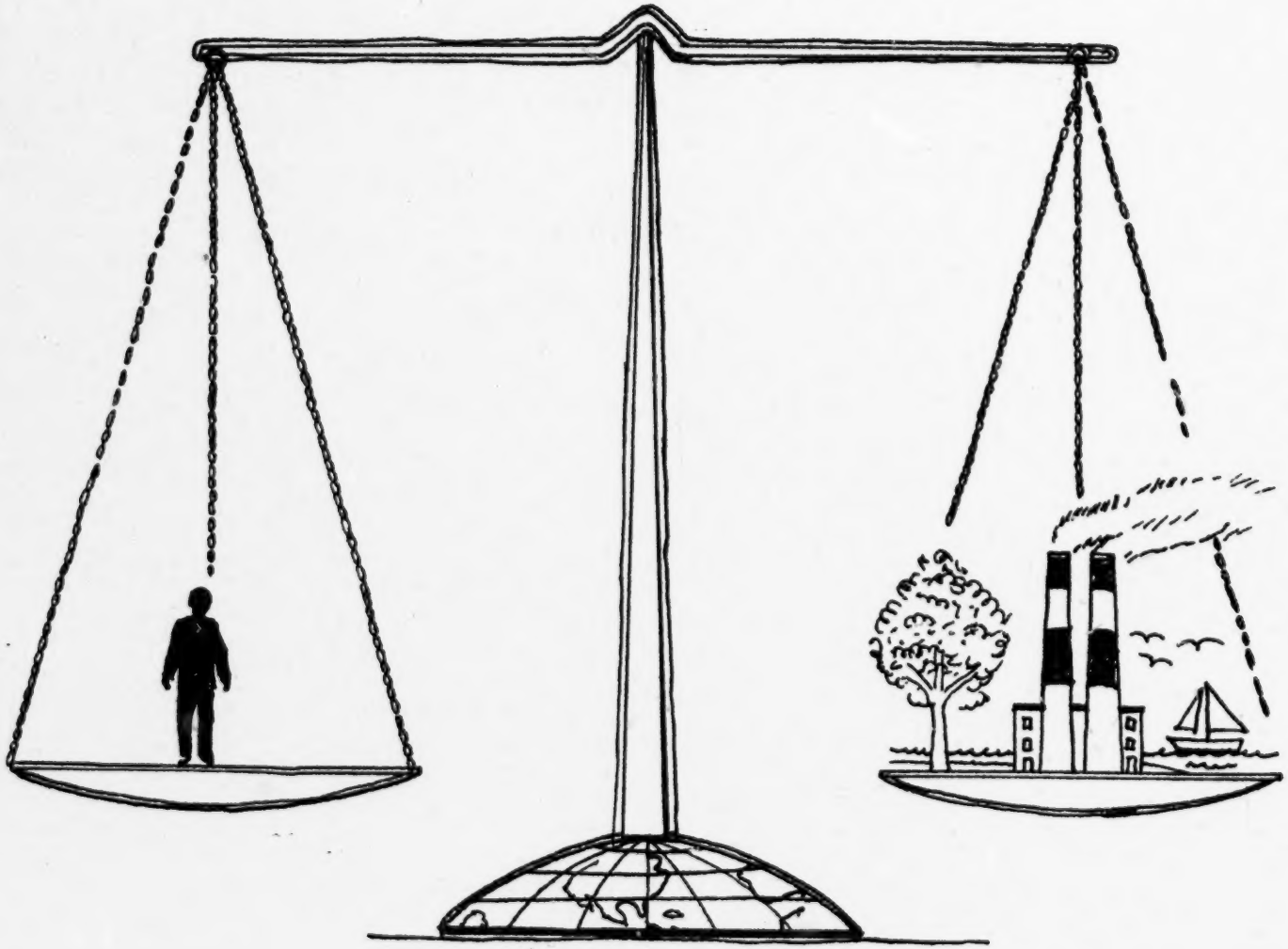
DRUG EDUCATION

CONCEPT: TO UNDERSTAND THE EFFECT HABITS HAVE ON OUR HEALTH.

Discussion Highlights	Activities	Resources
A habit is a certain way of acting or doing something that is repeated many times.		
Good health habits keep us feeling well and able to do the things we enjoy.	Bring in pictures which illustrate good and bad habits.	Filmstrip FS 1200 Take care of your body. With record/ cassette.
Bad habits interfere with our health and are difficult to break, i.e., eating sweets before meals, biting nails, smoking, etc.	Have a free flow of thoughts and feelings about the difficulty in breaking habits. (nail biting, thumb sucking, etc.)	



SEE FAMILY LIFE CURRICULUM GUIDE



STRAND IV ENVIRONMENTAL AND COMMUNITY HEALTH

ENVIRONMENTAL AND PUBLIC HEALTH

CONCEPT: TO UNDERSTAND THAT WE CAN ACCEPT SOME RESPONSIBILITY FOR KEEPING THE HOME, SCHOOL, AND THE NEIGHBORHOOD HEALTHY AND SAFE.

Discussion Highlights	Activities	Resources
How should bottles, cans and plastics be disposed of?	Role play how to clean up after lunch. Have the class visit the school lunchroom before and after the lunch period. Have the school custodian visit the class and tell how he protects the health of the pupils.	Leaf, Munro Who cares? I do.

CONSUMER HEALTH

CONCEPT: TO MAKE CHILDREN AWARE THAT THE SAME PRODUCT IS OFTEN AVAILABLE IN MANY DIFFERENT FORMS.

Discussion Highlights	Activities	Resources
What are the ways in which foods are packaged? Ex., dried, canned, frozen, bottled, fresh.	Have children bring in empty food containers which will illustrate the different types of packaging of similar foods.	Bendick, Jeanne First book of supermarkets. Goodspeed, J. M. Let's go to a supermarket.

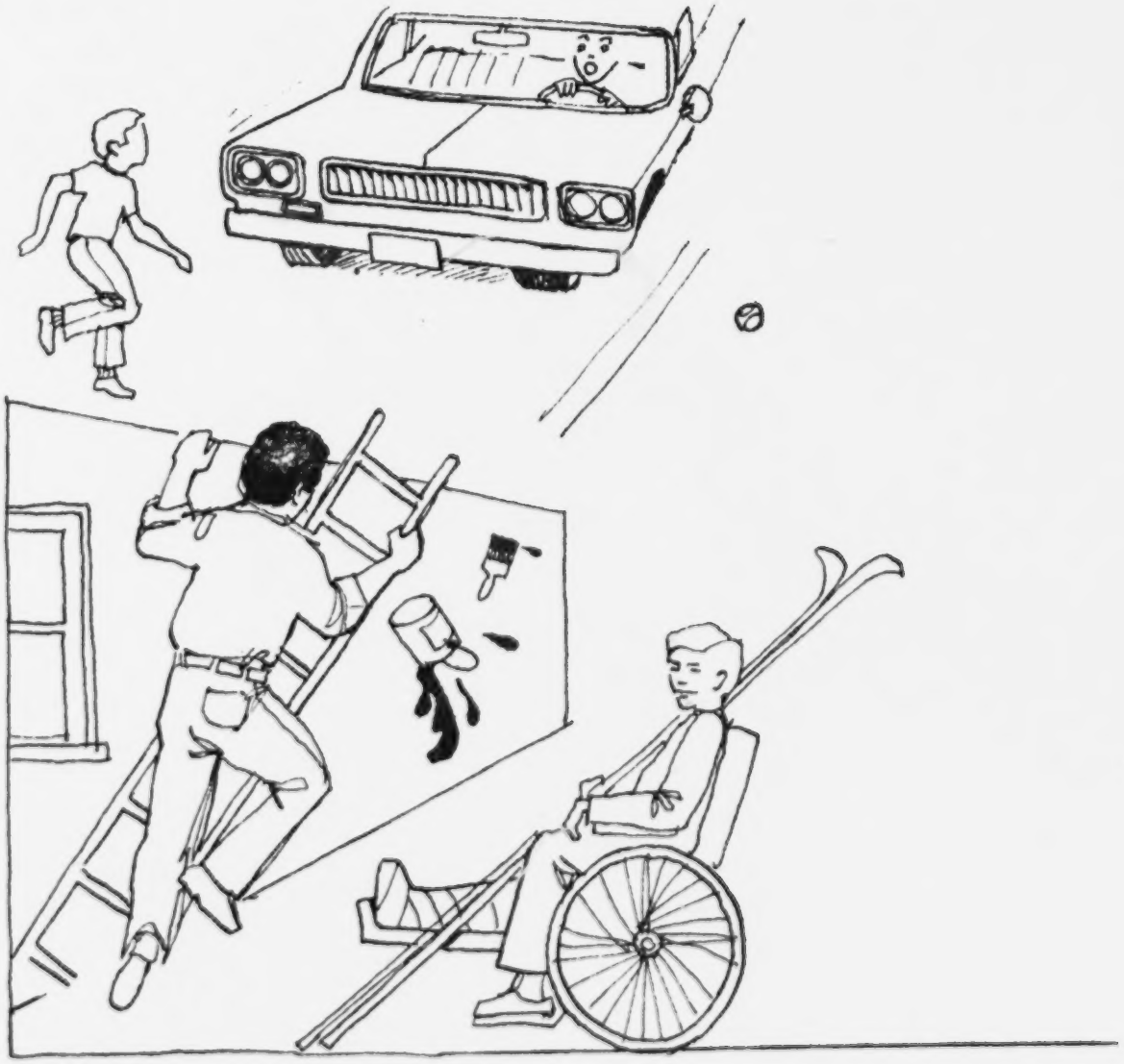
Correlate with Social Studies Food Unit

WORLD HEALTH

CONCEPT

TO UNDERSTAND THE ROLE OF THE AMERICAN STUDENT IN HELPING OTHER CHILDREN IN THE WORLD

USE THE UNICEF FILM (SHOWN AT HALLOWEEN) AS A VEHICLE FOR DISCUSSION WITH STUDENTS AS TO HOW THEY CAN HELP OTHER CHILDREN THROUGHOUT THE WORLD.



SAFETY

CONCEPT: TO UNDERSTAND THE IMPORTANCE OF DEVELOPING POSITIVE SAFETY PRACTICES.

Discussion Highlights	Activities	Resources
FIRE: There are many causes of fire.	Make an illustrated chart listing the common causes of fire in the home. (Playing with matches, leaving appliances on when no one is present, sparks from barbecues and fireplaces, etc.)	Film I'm no fool and how to have an accident. (See nurse-teacher for this film) Available from Fire Marshall's office, Mineola, N.Y.
What can be done to help a person if his clothes catch fire?	Demonstrate to class how you can extinguish a fire by wrapping the person in a blanket and rolling him on the ground. Have the students role play this activity.	
What is the purpose and the proper use of a fire extinguisher?	Demonstrate how to make a fire extinguisher that would be used in the event of a grease fire in the kitchen. Have children bring in a one pound empty coffee can. Label can with red paper marked FIRE. Instruct them to take the can home and fill it with baking soda. The can should be kept on the kitchen counter for emergency use.	
WATER SAFETY: Why is it important to learn how to swim?	Encourage the children to take swimming lessons which are available at the Syosset High School throughout the year.	Olds, Helen Jim can swim.
What are the water safety rules?	Distribute and discuss the ditto, "Rules for Safe Swimming." Available from nurse-teacher.	

FIRST AID

CONCEPT: TO UNDERSTAND THAT THERE ARE PROCEDURES TO BE FOLLOWED IN THE EVENT OF AN ACCIDENT OR INJURY.

Discussion Highlights	Activities	Resources
Family members should know how to report emergencies to the proper authorities.	List emergency phone numbers for children to take home and place near the telephone. Role play different emergencies, stressing the importance of reporting information to the proper person.	

ENVIRONMENTAL SAFETY: Strange animals can be a potential hazard. Proper behavior toward pets is necessary to prevent accidents.

What are some of the things we should consider in the proper handling of pets? (Include walking dogs, droppings, leashing, etc.)

What are the dangers involved in approaching strange animals?

What should be done in the event of an animal bite or scratch?

Have students bring in pictures of their pets and describe how they care for them.

Demonstrate the proper way to hold and pet animals. Caution children not to disturb an animal while it is eating or sleeping.

Have the children role play how to act with animals that they do not know. (Note that they should not touch, attempt to pick up, play with, tease, etc.)

Show and tell - Have the children relate to the class an experience they had when they were injured by an animal.
Correlate this activity with the unit on first aid.

BUS DRILL: As a matter of policy, teachers will be asked to participate in the bus safety program each year on each grade level.

Brenner, Barbara
The five pennies.

Conklin, Gladys
I caught a lizard.

Lubell, Winifred
A zoo for you.

Martin, Patricia M.
The rice bowl pet.

Podendorf, Illa
True book of pets.

BIBLIOGRAPHY

BOOKS

Bendick, Jeanne. First book of supermarkets. Watts, 1954.
Borton, Helen. Do you hear what I hear? Abelard, 1960.
Brenner, Barbara. The five pennies. Knopf, 1963.
Buckheimer, Naomi. Let's go to the dentist. Putnam, 1959.
Brown, Marcia. Stone soup. Scribner, 1947.
Conklin, Gladys. I caught a lizard. Holiday, 1967.
Goodspeed, J. M. Let's go to a supermarket. Putnam, 1958.
Haynes, Olive. The true book of health. Childrens, 1954.
Hoban, Russell. Bedtime for Frances. Harper, 1960.
Kahl, Virginia. Away went Wolfgang. Scribner, 1954.
Kahl, Virginia. The dutchess bakes a cake. Scribner, 1955.
Kahl, Virginia. Plum pudding for Christmas. Scribner, 1956.
Leaf, Munro. Health can be fun. Lippincott, 1943.
Leaf, Munro. Who cares? I do. Lippincott, 1971.
Lubell, Winifred. A zoo for you. Parents, 1970.
McCloskey, Robert. One morning in Maine. Viking, 1952.
Martin, Patricia M. The rice bowl pet. Crowell, 1962.
Olds, Helen D. Jim can swim. Knopf, 1963.
Podendorf, Illa. True book of pets. Childrens, 1954.
Showers, Paul. How many teeth? Crowell, 1962.
Showers, Paul. The listening walk. Crowell, 1961.

AUDIO-VISUAL MATERIALS

FILMS

F 292 Healthy families. Film Associates, 1958.
I'm no fool and how to have an accident. Available from the Fire Marshall's office of Nassau County.

F 206 Stone soup. Western Woods, 1955.

FILMSTRIPS

Learning about health series. With records/cassettes. Encyclopedia Britannica Corp., 1968.

FS 1307 Learning about food.
FS 1311 Learning about germs.
FS 1308 Learning about growth and exercise.
FS 1306 Learning about our skin.
FS 1303 Learning about our teeth.
FS 1309 Learning about sleep and rest.

FS 732 A loaf of bread. McGraw, 1964.
FS 733 Milk we drink. McGraw, 1964.
FS 1200 Take care of your body. With record/cassette. Cathedral Films, 1971.

Discovering your senses series. With records/cassettes. Coronet, 1971.

FS 1289 Your ears are for hearing.
FS 1288 Your eyes are for seeing.

TRANSPARENCIES

TR 141 Good eating practices. (Foods and your health series) Millikin, 1969.

AUDIO-VISUAL MATERIALS (continued)

CHARTS

The big four daily. Del Monte Corp. Available in all school libraries.

PICTURES

Good health ideas series. Society for Visual Education, 1972.

P 218	Clean teeth.
P 224	Fruit for snacks.